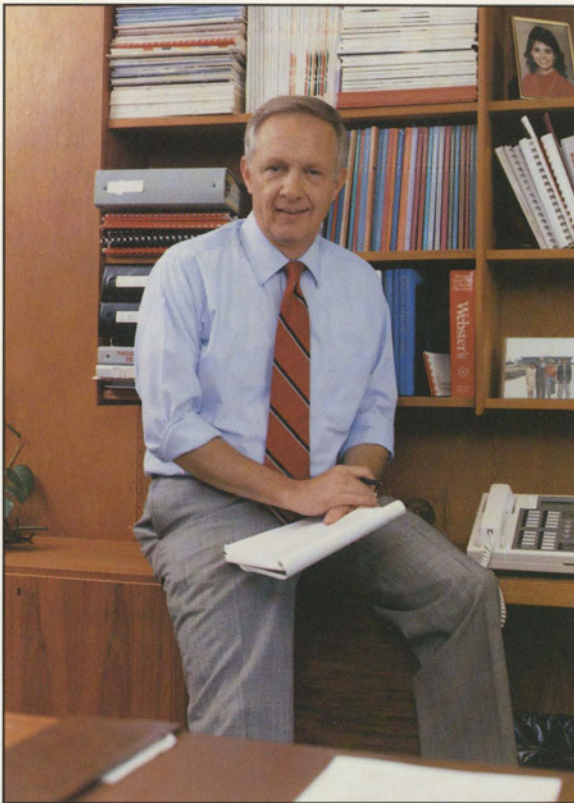

Ball State University
Annual Report
1987-88

Spotlight on Students



Ball State University Board of Trustees, 1988: (left to right) Thomas L. DeWeese, James W. Parks, secretary of the board; Thomas H. Corson; Mary Lou Conrad; Susan L. Kiel, student representative; Grace Hayes; James D. Garretson, vice president of the board; James T. Smith; John E. Worthen, president of the university; Frank A. Bracken, president of the board; and Thomas Kinghorn, treasurer of the board.





In 1987-88, Ball State University made excellent progress toward its goal to enhance the educational experience of students. The momentum of past years continued as enrollment grew to 18,034 and new programs and projects took their place in the curriculum.

Average SAT scores of entering freshmen rose by fourteen points. A new advising system was implemented, and retention of students from the freshman to the sophomore year increased. Full-time professional advisers now counsel students during their freshman year; once students select majors, faculty members in the respective disciplines provide the academic advising.

Planning was completed for the change to semesters in fall 1988; and a new Center for Academic Assessment was established to measure what students are learning during their time at the university—the first formal assessment program in the state. The new junior-level writing competency exam, another method of evaluation, was administered six times during the academic year. Planning proceeded for a new master's degree in wellness management; new faculty were appointed and graduate students admitted for the program beginning in the fall 1988.

During the year, 1,350,340 persons used university libraries. Students and faculty checked out 528,552 books and other materials, and 13,579 students were taught how to use resources of the libraries through a program of formal instruction. An especially momentous event occurred on September 24, 1987: the new OPAC (Online Public Access Catalog) was unveiled. This computer-based system, which comprises forty-eight public terminals, enables students and faculty to conduct library searches efficiently.

At the beginning of the year, forty-nine outstanding new faculty members were appointed. The number of black faculty and professional personnel increased 55 percent over the previous year.

The university continued bringing nationally recognized leaders to campus to speak before large audiences and to interact

with students and members of the community in smaller groups. Among those visitors in the spring of 1988 were Ambassador Jeane Kirkpatrick, Maryland Senator Paul Sarbanes, Maya Angelou, Edwin Newman, and former President Jimmy Carter.

A six-year parking improvement program was begun, and the long-range Campus Development Plan for renovating buildings and beautifying the campus was prepared. The General Assembly approved the Academy for Science, Mathematics, and Humanities as well as \$16.9 million in funding for a new Health and Physical Activity Building. The university pledged to raise \$8.2 million for the arena that will be part of that complex. Architects were appointed and began their work.

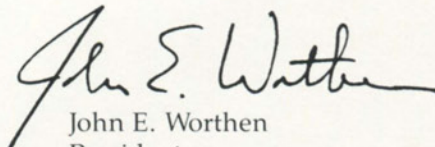
The Ball State University Foundation funded eight faculty projects, six of which were conducted during 1987-88. The Annual Fund raised \$3 million for the university, and groundwork was laid for our first capital campaign, to be announced in the fall of 1988. While new projects and programs were being initiated, faculty continued to give tens of thousands of hours of excellent instruction, and students put in even more hours of study. A total of 3,893 students graduated in the August 1987 and May 1988 commencements. There were 254 associate degrees, 2,709 bachelor's

degrees, 857 master's degrees, and 73 specialist and doctoral degrees. Of the undergraduates, 82 graduated *cum laude*, 36 *magna cum laude*, and 19 *summa cum laude*.

The Office of Research reported substantial gains in funding from federal sources and from industry and foundations. Sponsored research increased to \$4.7 million supporting 210 specific projects compared with 177 awards in 1986-87. For the first time, income amounting to \$43,295 was generated from intellectual properties developed by faculty and owned by the university. The university received its first grant in excess of \$1 million, an award from AT&T in the form of equipment.

All of this excellent teaching and research could not have been accomplished without the concentrated efforts of faculty, staff, and administrators. I am grateful to the entire university community for this outstanding performance.

The people who work at Ball State have demonstrated enormous dedication and teamwork over the past year, and this causes me to be very optimistic about the future of the university. We have promised much, but because of the quality and commitment of the faculty, staff, administration, and trustees, we are confident that those promises will be fulfilled.

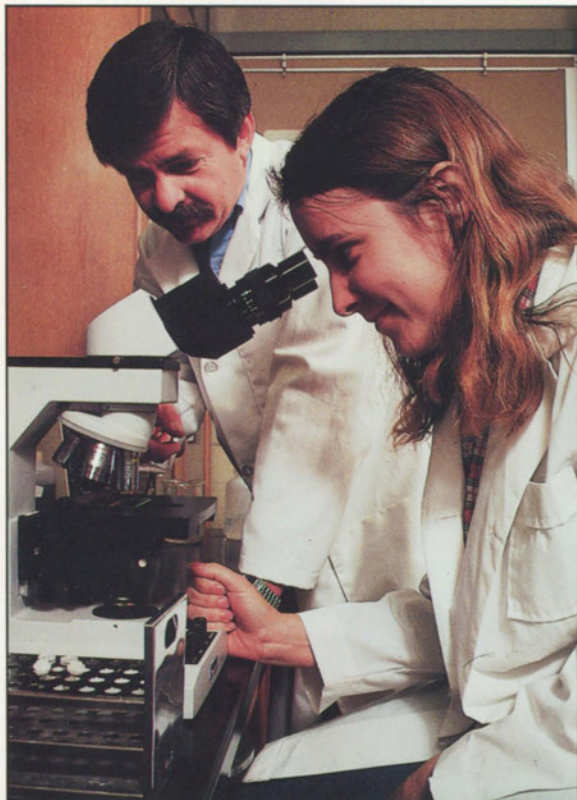


John E. Worthen
President

The world of education has come a long way since James Garfield expressed the opinion that a pine bench with Mark Hopkins at one end of it and himself on the other was a good enough college for him, giving rise, by the usual process of distortion, to what might be called the "professor on one end of a log, student on the other" theory of education.

Despite all the progress of the intervening years, these three elements still constitute the essentials: students, professors, and some kind of more or less direct link between them. But in modern universities, with student populations the size of small cities and high tech facilities that foreshadow the twenty-first century, it is not always obvious that these essential conditions are present—the professors and students are usually there, but sometimes the links are remote or absent.

Ball State, as a medium-sized university, has not abandoned its efforts to keep the personal touch, remaining dedicated to the



concept that professors should be accessible and that every student is entitled to personal attention. A new advising system, installed in the fall of 1987, won an award last winter in the 1987 National Recognition Program for Academic Advisors, sponsored by the American College Testing Program and the National Academic Advising Association. In the new program, freshmen still meet with members of the professional advising staff to map out their programs and for help in familiarizing them with the academic system in general. Advisors have literally at their fingertips all the information they need: they can call up by computer students' records to see what courses they have had and what they need to take. The advisers who meet with freshmen have many fewer advisees than before and hence are devoting more time to each student; freshmen who have experienced the new system have reported great satisfaction with it. Upperclass students are advised by faculty members in the departments of their majors.

More important, however, are curricular matters. With the growth in size of universities, the danger arises that education may become stereotyped in an inflexible routine that students, like so many automatons, simply go through until they either graduate or drop out. The curriculum needs to be constantly monitored and modified to make sure the specific needs of the students are being met. Ball State keeps trying to identify these needs and create programs to satisfy them. To this end the College of Architecture and Planning initiated Writing in the Design Curriculum with the help of Jane Haynes, an instructor of English; all second-, third-, and fourth-year students take the program. Dean Robert Fisher, who perceived the need, said, "Employers more and more cite writing and verbal skills as keys to advancement—sometimes above design skills." Writing skills are necessary to all students and professionals for preparing such



business documents as résumés, letters of application, and scholarly research papers; and, of course, for clients architects must be



able to articulate design concepts and write clearly about their own designs. Writing in the Design Curriculum received an education award from the American Institute of Architects. The president of the AIA commended the dean and praised the faculty members

who worked out the program—Professors Robert A. Benson, Harry A. Eggink, and Robert J. Koester, along with Jane Haynes—for developing one of the

most exemplary efforts in the teaching of architecture for its relevance to the architectural profession, its contribution to the advancement of the profession of architectural education and the practice of architecture, and its ability to be transferred to other instructional settings in architecture.

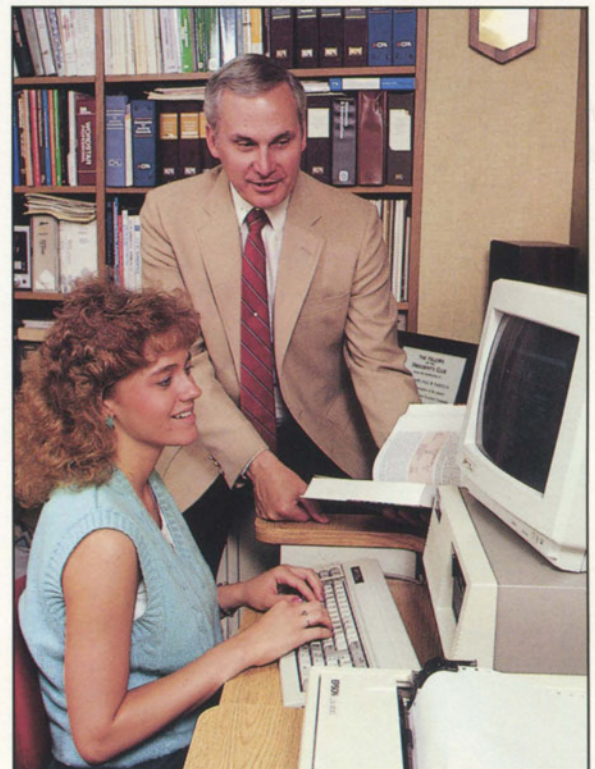
But surely all students ought to be able to write good English. A program called Writing across the Curriculum has been proposed for funding from the state legislature; it will encourage more and better writing in upper-division courses in all majors throughout the university. In the meantime the writing competency examination required for the first time this year is working toward that end. As juniors, all students have to take an examination that reveals deficiencies, if any, in their ability to express thoughts clearly in writing. A student who fails the exam twice is required to take a remedial writing course. Passing this course is equivalent to passing the exam, and nobody graduates without doing one or the other. Dr. Lawrence Davis, chairperson of the English department, believes that the exam has already had a good effect; even students who fail the exam twice and take English 393, the remedial course, inevitably improve their writing skills. Phyllis Liston, who coordinates the program, believes that students

are taking the exam more seriously as they begin to realize that it involves more than writing mechanics. Of those who fail the first time, 73 percent pass the second time.

The exam might be thought of as a stick, but there is also a carrot—a prize for good writing. Two students who graduated in May received the new award for excellence in writing. Cozette Heller, an English major from Anderson, and Eric Farnsworth, a history, political science, and economics major from Kingston, Washington, submitted samples of their writing drawn from submissions for courses—research papers, essays, and creative writing assignments—and wrote impromptu essays on an assigned topic. They were graduated with honors in writing.

Technology

Some have feared that the developments of technology, applied to education, would further widen the rift between student and



professor that has often grown with the size of educational institutions. But technology can be exploited to improve the educational experience, and the personal touch can be preserved.

In Ball State's computer program, the main emphasis is on learning to use the computer to solve real problems related to academic tasks. Half of the seniors who responded to a survey attempting to assess the effect of the university's efforts to achieve computer literacy among the students had had CAI (computer-aided instruction) courses. The survey revealed that students like learning computer skills in the course of their major studies for specific purposes related to their tasks.

Paradoxically, technology can be brought into play to stretch the metaphorical log—to reach students who otherwise for one reason or another have not had access to higher education at all.

Through the Indiana Higher Education Telecommunication System (IHETS) network, Ball State has for four years offered an MBA by interactive TV, a program that now enrolls more than three hundred students every term, many of them of very high ability. The students in this off-campus program who take the GMAT frequently have even higher scores than on-campus students. That program has been so successful that offerings have been expanded. Ball State has begun a program that will offer what amounts to the first year of college—the General Studies portion of a Ball State undergraduate education—by interactive TV. The important word here is *interactive*—the concept that makes it possible to achieve the educational purpose of the program and still preserve the personal touch.

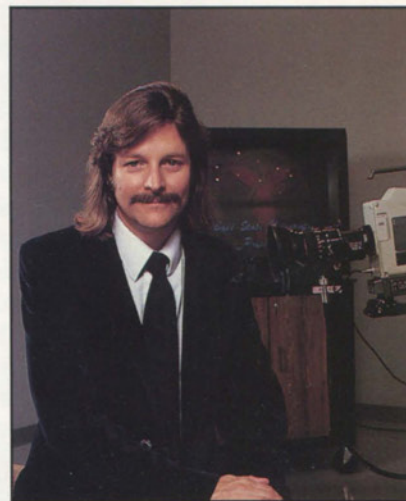
The pilot course was History 150, Western Civilization, the basic General Studies history course, taught for the first time on TV last year by Dr. Mark Fissel, a dynamic young member of the history department faculty. Although his pedagogic training and inclination were traditional, when he was asked to take on the new task, curiosity overcame his hesitation; today he has become a true believer in

interactive TV as a way of bringing education to a new constituency. He had already taught the class in several different circumstances—to

regular sections of about forty students, to honors sections, to nurses in off-campus settings, to University College students, in Prais Hall to what he calls "an intimate Gathering of 375 people." He had tried different techniques of presenting material to all those different kinds of students and in all those different circumstances.

Preparing for this new situation, which included an in-studio class in addition to the students at the receiving sites, turned out to be even more difficult and time-consuming and require more imagination. Every lecture had to be "scripted," and there were thirty-six classes to prepare for. Although it was up to the lecturer to create and organize the material, Ball State's high-tech Media Services office played a major role in the preparation of each class. Fissel would choose material to illustrate points—pictures, maps, sometimes actual movie footage of World War II—as many as thirty visual images for a given lecture. Media Services would gather them, catalog them, and coordinate them with the lectures. When he would talk about music, for example, students would hear examples illustrating his points; when his subject was art of the period under discussion, the camera could zoom in on a picture or show details of an art object. Fissel also varied his presentation by inviting history department colleagues to give guest lectures on their specialties. The class was taped as it was presented, so that Fissel was able to replay it immediately, analyze it, and figure out what worked and what did not.

The "interactive" part of this system is possibly its most important feature. Students in the off-campus classes reacted by way of a "telereponse unit" with questions and discussion. Site coordinators reported that these students came to class with pleasure; far



from reacting like typical passive TV viewers, they responded with enthusiasm. Fissel noticed that the students in the classroom seemed to enjoy the feeling that others outside were participating. Off-campus students received exams by mail, to be administered by the site directors in the reception centers. Fissel graded all of them. He takes some satisfaction from the fact that some of the scores were extremely high—probably he did something right, he says. Another reinforcing result: some of his off-campus students have phoned him to talk about issues raised by the course, and some have come to the campus to visit.

Obviously, teachers need to do some retooling in order to do this kind of teaching well; a program is available for Ball State faculty to learn to adapt their teaching to the medium of TV and to learn to work with all the resources of Media Services to incorporate enlivening and enlightening images and sounds into their courses. This kind of high-tech cooperation with Media



Services only foreshadows some of the possibilities of the Campus of the Future, Ball State's partnership with AT&T; classrooms will be wired for video so that lecturers will be able to dial up at will the same kinds of illustrative material that Fissel was able to use in his TV course.

Ball State has long been an innovative educational institution, especially in outreach. Thirty courses will be presented through IHETS from Ball State in 1988-89; the relationship with correctional institutions will be expanded, and courses will be beamed to high schools that are willing to install the facilities to receive them. More graduate courses will be offered for teachers; more undergraduate courses will be offered for registered nurses. This extension of the program through IHETS is another example of the opening of doors—this time eventually to everybody in Indiana—people who cannot leave their jobs, members of the armed

forces—who wishes to participate in the joys and benefits of higher education, to share in the Ball State experience.

Students

The primary concern of faculty and administration alike is the people who are occupying the other ends of the logs on campus: our students. There were more than 18,000 of them this year. Usually about one-fourth are "nontraditional"; the rest come to college straight from high school. The Ball State community amounts to about 20,000 people—maybe not the size of a city, but some of the hometowns of our students are smaller. The overwhelming majority of them do come from Indiana—95 percent of the undergraduates and 79 percent of the graduate students. Delaware, Madison, and Marion counties supply more than a thousand each. Many come from the largest cities in the state: Indianapolis, Gary, South Bend, and Fort Wayne. Out-of-state students come from forty-eight states and territories, and the 336 international students come from eighty-three foreign countries. More than half (54.6 percent) are women, and 93 percent are white. The 7 percent minority students are nearly all American Indian, Hispanic, Asian, or Black.

The freshman class in the fall of 1987 had average SAT scores sixteen points higher than the previous year's freshmen; five hundred





were admitted with distinction—25 percent more than the previous year. Three hundred more former students returned than were expected on the basis of past experience. A survey conducted by Elaine Cotner, a master's degree candidate at the time who has since graduated and joined Ball State's admissions staff, revealed that more than half of the entering freshmen had been thinking seriously about going to college since they were in grade school.

But why did they choose to come to Ball State? Most came because Ball State seemed like the right size to them, it offered academic programs they were interested in, the cost was reasonable, it was not too far from home, and the social life seemed attractive. Many of them had visited friends on campus before they enrolled, and most reported that the people most influential in their decisions were current Ball State students.

Another survey, this one conducted by Dr. Joseph D. Brown's marketing class at the instigation of Jack Miller, Ball State's vice president for University Advancement, offers some interesting insights into the attitudes of present students of all four classes. To most of them, the most important criterion for judging any institution of higher education was the quality of its programs, and most rated Ball State high in this respect—92 percent either agreed or strongly agreed that the education they were receiving here was good. Most said that they would recommend Ball State to

family, friends, and neighbors; and they must have—they are apparently the on-campus friends who are so important to prospective students.

An interesting paradox was revealed in the course of this study—one that surprised even the student polltakers. Asked whether they perceived Ball State as a "party school," 81 percent said they did, either strongly or somewhat. And yet 91 percent admitted that they either often or sometimes actually stayed home on weekends and studied. Furthermore, of the sample studied, 65 percent attached more importance in their college experience to the quality of the education, the quality of the faculty, the educational facilities of the university, and the quality of the advising than to the social life, recreational activities, or extracurricular events. In short, most Ball State students are serious about their education. And that is why faculty members like Dr. Mark Fissel and his colleagues are happy to devote their best efforts to teaching them and never stop trying to improve.

The students profiled in the following pages have followed very different educational paths. They range widely in age and experience; most are just beginning their lives and their professional careers, but one, Vivian Conley, a nontraditional student, shows every sign of being a richly fulfilled and triumphantly successful person. What they all have clearly in common is a highly developed sense of purpose along with a total lack of cynicism about life in general. They all seem to enjoy thinking about their university experience, reflecting upon their accomplishments, and looking forward to the future.



John Dalton



John Dalton, an Honors College student, graduated in May 1988 with a major in telecommunications and an overall G.P.A. of 3.45. It would be hard to imagine a more varied college experience than his. He wrote for the Ball State *Daily News*, appeared on TV, worked as a cameraman, spent a month in China, and won a David Letterman scholarship, besides studying.

John's interest in film began when he was still in high school, with a program designed to stimulate good students to achieve even more; he began to work as a volunteer cameraman at WIPB, Ball State's public TV station. As a college student he continued to work at the station, still without pay, especially as cameraman for "Now Showing," featuring Ball State professor Conrad Lane. In the program Dr. Lane and others discussed and criticized movies that were showing in local theaters. The young cameraman's interest in the subject was apparent, and when he began to write movie reviews for the *Daily News*, Conrad Lane invited him to appear on the show as a movie critic. These appearances continued for the rest of John's college career; in his junior year he became an alternate, appearing whenever one of the regular discussants was absent, and he even hosted the show a few times. After writing movie reviews for the campus newspaper, John became a columnist for a time—he wrote a controversial campus satire—local politics column that brought him a good deal of mail, both pro and con.

John reads a lot ("I'm never not reading a book," he says), specializing in hard-boiled detective stories—Hammett and Chandler are favorites—and nonfiction about movies. He also writes a lot and actually sends it off to publishers. The fact that nothing has yet been accepted does not deter him. Most of his stories are about college life—he writes about what he knows about; now he is trying to write about his China trip.

That trip was one of the highlights of his years at Ball State. He was chosen as one of fifteen people—six faculty members and nine students—to go on Ball State's yearly China

trip, a month-long visit to China and Korea. Participants pay their own air fare, but once in China they are the guests of the government of the People's Republic. John believes that he was chosen because he had the skills required to shoot a movie that could be used as a promotional piece for further China trips. He carried his video equipment himself, including videotapes, and shot about five and a half hours of footage, which he later edited to about a half hour. He shot footage of riots in Korea, "carefully," he says, with people yelling at him, "Yankee, go home." He tried to make a film that would be interesting to everyone—not just the sights, although these were spectacular, but the people of China and the travellers themselves and the places where they ate and slept. And yet the Great Wall was the high spot of the trip for him and, he thinks, the best part of his film.

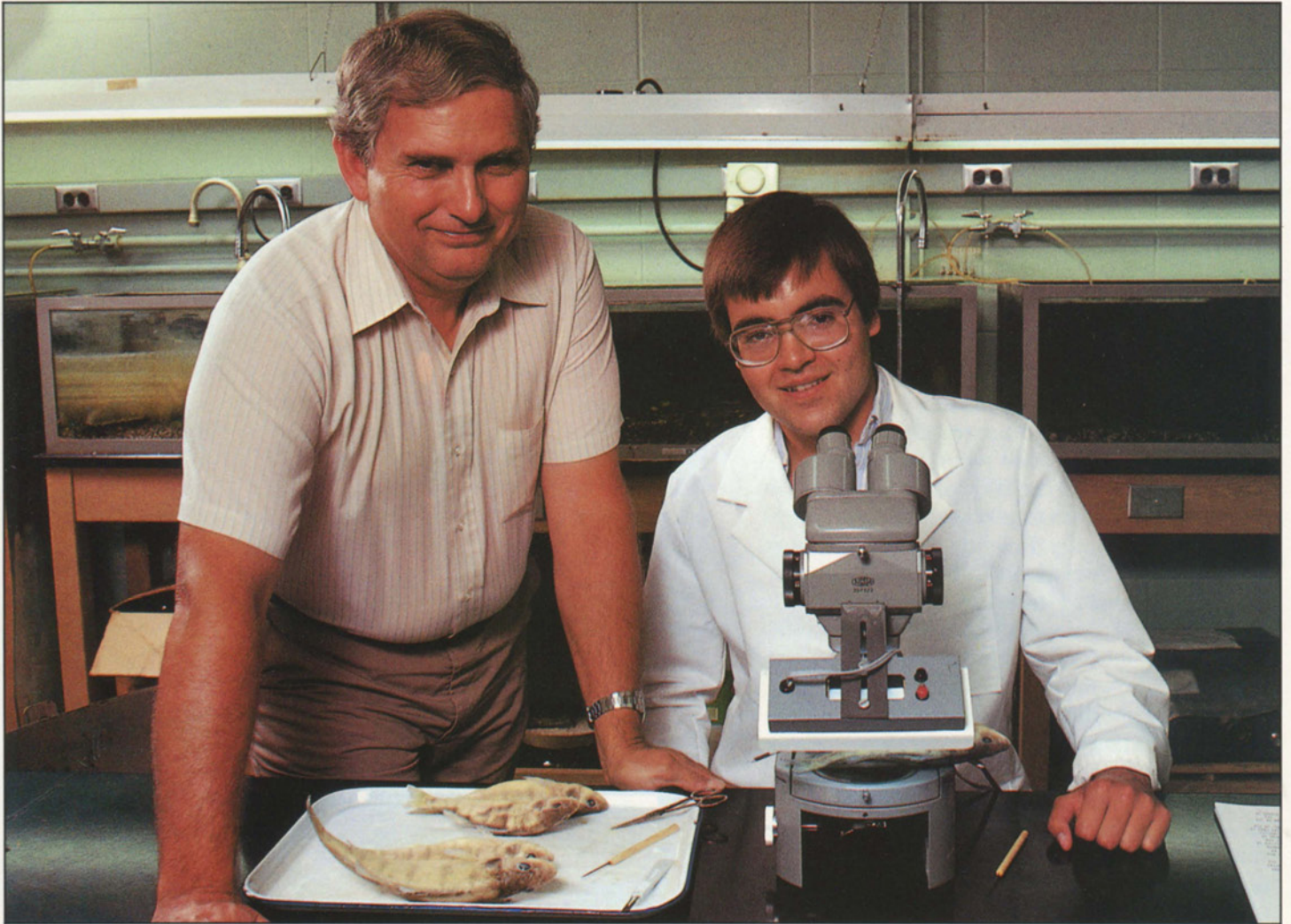
Writing well won John Dalton the second prize in the David Letterman scholarship contest in his junior year—the award, amounting to \$3,000, paid for his senior year at Ball State. John's entry was a written television script, four episodes of a soap opera about life on a college campus, entitled "West Coast Campus." It was the first written project ever entered in the scholarship competition. "It has the usual sex and drugs in it," he says, "and stuff about stealing exams." He wrote it "a lot more expensively than I ever could have shot

it; if you're planning to shoot, you have to worry about budget. If you're writing, you can have a thousand characters and have them go to Hong Kong, if you want." His senior Honors thesis was also a film script.

John's plans for the future divide themselves into two categories: a "realistic part" and a "dream part." The realistic part involves working in television. And this part is already well launched: as a graduating senior he has already had a career in television, having worked in studio production for six years. As preparation for this part of his plan, he values the humanities emphasis of his education as helping him to think creatively, which he perceives to be a rarity in TV. This part of the plan has indeed proved realistic, for as of this writing he has taken a job in a TV station in LeCrescent, Minnesota, and is working as a videographer.

The "dream" is to write and direct films, especially as an independent filmmaker. Not that he has ever had any desire to be in New York or Hollywood—he would like to be a midwestern independent filmmaker. In the end, however, John is more family than professionally oriented. Recently married, he looks forward to a life of creativity surrounded by his loved ones.





Steve Shroyer

Steve Shroyer's college education could not have been more different from John's, although he, too, was an Honors College student. His subject was biology, and his educational experience was about as close to the professor and log method as is possible today. He tried to acquire as broad a basic education in the sciences as possible—besides all the biology core courses, he studied chemistry, physics, and geology—and he took various other classes outside the sciences. He took the Honors Symposium in Contemporary Civilization as well as colloquia in other subjects. His specialty is aquatic biology and fisheries, and during his junior year he held an undergraduate fellowship. These fellowships, which carry a small stipend, are sponsored by the Honors College to allow undergraduate students to work with faculty members on their research. Steve worked with Dr. Thomas McComish on a project involving the fecundity of yellow perch in the Indiana waters of Lake Michigan. It was a very personal educational experience:

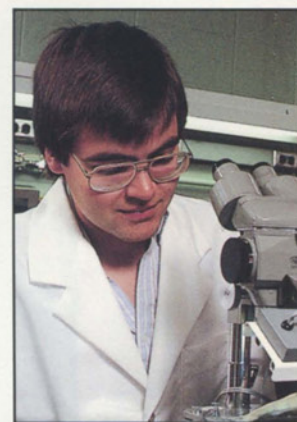
Aquatic biology is a very small option—not many people are interested in it—so I had a one-to-one experience with Dr. McComish; I could go in and talk to him about my research project whenever I wanted. . . . I had individual treatment.

After that year he continued his research, still with Dr. McComish, and wrote his Honors thesis on the same subject—it was an ambitious project, and he worked on it for about two years, an unusual amount of time even for an

Honors student; off and on, he did research for about three years.

Taken all in all, Steve Shroyer kept his nose to the grindstone for most of the four years he was an undergraduate, although he did belong to the Sailing Club for about two and a half years, earned his SCUBA diving certificate, and got in a little fishing. He had some time for socializing with friends, but he does have some regret that he did not participate in more extracurricular activities. He manages to read a lot, both for fun and profit—true to his pattern, he likes nature-oriented books.

Although school was a grind for him sometimes, it was his choice; he enjoyed his college years. He has been accepted into a master's degree program in aquatic biology at the University of Minnesota; after that he plans to work for a government agency doing fisheries research, and then perhaps to go on for a Ph.D. Whatever he does, his college career—he earned a 4.0 grade point average in his four years, academic honors (*summa cum laude*), and departmental honors—will open doors for him.





Vivian Conley

Vivian Conley was the subject of an unusual amount of publicity when she graduated in May, partly because her daughter, also a nontraditional student, graduated at the same time. What possessed a mature woman with a grown family to subject herself to the stresses of a college education?

Vivian had long been working in a program for community outreach initiated in the sixties by the Rev. J. C. Williams, pastor of Muncie's Trinity Methodist Church. Her specialty was education, and her special concern was to encourage young black residents of Muncie to go to college. She became a familiar presence on campus as she pled the cases for admission of her young protégés, and she retains fond and grateful memories of Ball State officials who were sympathetic to her cause. The director of Admissions was especially helpful to her, and mutual trust developed between them. As the outreach program developed, its focus on education became stronger, and Vivian began to think about her own education; at the age of forty-five, she earned her high school diploma.

In 1983, her pastor said to her, "Vivian, you have helped children, you have worked in education for the last sixteen years—now it's time for *you* to go to college." "You've got to be kidding," she replied.

Her longtime friends in the Office of Admissions thought it was very funny when Vivian Conley announced that she was enrolling herself; she did not see the humor in it—she was just worried. But she had come to see this as a God-given opportunity:

I remembered when I was raising my children (I was a single parent), I was a domestic worker. I used to come through the Ball State campus, going over to where I worked. I often looked at the buildings. . . . I've always loved education—had a thirst for knowledge, but I never dreamed that some day I'd be in one of those buildings. . . . I thought as I left the admissions office, all the times I crossed the campus as a domestic worker, now the opportunity had come to me.

At first Vivian had no intention of working for a degree; she thought she would just go for a year. She was not expecting to get hooked. Some days she wondered whether it was worth it—there was much stress, anxiety, sacrifice, and emotional frustration. Since she was a day student, the overwhelming majority of her colleagues were people the age of her grandson, who happened to be in one of her first classes in political science. They studied together. But she found support everywhere, despite the fact that some of the young students were uncomfortable with adults. A black student in her age group was a rarity on the campus.

Many of the young black children and many of the white children know me now—some of them call me Granny. They are my friends. That makes it worthwhile to me—to have them feel they can talk to me about things.

Vivian advises adults who want to go back to school to start with a class that they like or know something about. Since she knew a lot about politics and was interested in the subject, she eased into her college education by beginning with political science, which she ultimately majored in. She minored in social work. In the course of her work she did a survey of attitudes on the campus toward nontraditional students; she believes that her work was instrumental in establishing the present flourishing Nontraditional Student Association.

Education runs in Vivian's family. Besides her daughter, two grandsons and a granddaughter were all on campus at the same time, and all three of them graduated before she did. But she is not to be outdone; now a habitual student, she is pursuing a master's degree in applied gerontology.

"So little is known, and so much needs to be known, because we are growing fast."





Joseph Hillman

Joe Hillman was twenty-six when he enrolled at Ball State. When he graduated after five years, he had earned two associate degrees and a bachelor's degree in industry and technology. For four of the five years he was in a "co-op" program with Delco Remy in Anderson, in which he worked for part of every year in industry. Ball State has relationships with local industries that permit the placement of students in these cooperative programs—the companies gain employees who have been chosen for high qualifications by the university, and the students gain practical experience in the application of the skills they learn in class.

Joe has two professional interests, one in plastics and one in design, and he has been able to work in both—in product engineering, manufacturing engineering, plant engineering, industrial engineering—for periods varying between six and twelve weeks at a time. He has worked in mold rooms and tool rooms in plastics manufacturing; he has designed tooling.

In one of the routine procedures practiced in the co-op program, students choose a real-world problem in the industry they are working in and attempt to come up with a workable solution. If they are successful, their research may be accepted by the industry. Joe presented his solution in a paper at the international conference of the Society of Plastics Engineers—a gathering of about 4,800 people. It was a daunting experience, but heady. He has been chairman of Ball State's chapter of this organization and has attended the yearly conference for five years. All Ball State students in the plastics program are

encouraged to participate in this organization; seven went to Atlanta last spring, of whom five had job interviews.

Joe Hillman's undergraduate education was long and intense, but he has realized the dream that brought him to college. His wish was fulfilled even before he graduated; he has accepted a job at Delco Remy. But having achieved that goal, he is not satisfied; he has revised his aspirations upward. Now he is enrolled again, with the encouragement of his employer, this time for an MBA degree.





Rita Fenstermaker

Rita Fenstermaker, a senior from Marion, Indiana, is an Alumni Merit Scholarship student, as well as a recipient of an N. G. Gilbert Business Scholarship. She is a finance major, specializing in financial institutions—she could go into either banking or financial analysis, but at this moment, she leans toward the latter. She chose Ball State for the reason many students do: it seemed just the right size to her, not huge and intimidating, but big enough. “You’re sure to find somebody that shares your interests, and you can always meet new people.”

Rita has been pleased by her close and friendly relationship with her faculty adviser, who has now become her thesis adviser; she is writing on the changes that are occurring in banking and how banks are handling these changes. Her thesis will qualify her for departmental honors when she graduates.

Rita will spend part of her senior year in England as a member of the Honors College program at Westminster College, Oxford University, where she will take courses and do a lot of travelling. She has worked hard and achieved an overall 3.92 grade-point average (as a freshman she got her only B—in Analytic Geometry).

But work has not kept her from deep involvement in campus life. She has been a member of the Student Orientation Corps—they escort new students around the campus, answer their questions, and “try to make them

feel at home”; she has belonged to the French Club and has been president and senior adviser of Alpha Lambda Delta freshman honorary. She has been president of the Society for the Advancement of Management and the Council of Student Business Organizations. She was a peer adviser for the College of Business—in this program more experienced students help freshmen to set up their schedules. She has been a junior marshall in the commencement ceremony. She belongs to several national honorary Greek societies in her field, is a member of Mortar Board, and is executive vice president of Ball State’s chapter of Golden Key National Honor Society.

How has she managed to do all this and keep her academic standing? She is not sure, but her conception of herself has changed a lot since she has been at Ball State. “I can’t believe how much I’ve learned, just by getting involved,” she says. “I never could have pictured myself as a leader, chairing meetings, organizing things, asking people to do things. I’ve worked hard, but I’ve enjoyed it.”

She is listed in *Outstanding College Students of America* and *Who’s Who among Students in American Universities and Colleges*. After graduation, she plans to work for a while, and then she will be back to work on an MBA.





Holly Stults

Holly Stults is a dance major; she will be the first graduate of the new dance program in the Department of Theatre of the College of Fine Arts. The dance program includes contemporary dance and ballet combined and Banevolks, Ball State's internationally renowned folk dance company. Holly's specialty is the first of these—she does "ballet and jazz and modern and a little bit of everything, so it's really exciting." She has studied dance since the age of five.

Holly began her career at Ball State as a theatre major, before the dance major was offered, but even as a theatre major, she studied dance. She is a member of the dance company and as such performs in the dance productions. She has also been in several of Ball State's theatre productions, including *Pippin* as a freshman; as a junior she was Puck in *A Midsummer Night's Dream*, a role that made the most of her talent as a dancer. As a sophomore, since much of her academic work consisted of theatre courses, she sought help ("Gotta dance!") from Muncie Civic Theatre, which obliged by casting her in *The King and I*, *A Chorus Line*, and *The Wiz*.

Since Holly believes that to make it in the musical theatre she will have to be a good actress as well as a good dancer, she works hard at her acting and in her theatre courses. She studies voice. For her own satisfaction and the background she is gaining in General Studies courses, she keeps up in her classes with a B+ average. She likes being on the Dean's List. "The busier I am, the better I do," she says.

In the fall of her junior year, her Ball State experience produced an unexpected high spot:

she went to China. She was not in one of the international programs: her trip came about in an unusual way. Beth May Vanderwilt, a faculty member in the Department of Theatre who had been on the regular China trip (see John Dalton, p. 8) was personally invited by the government of the People's Republic of China to come back and teach dance for two months. She agreed, provided that she be allowed to bring some student helpers with her; she invited Holly and Dirk Etchison, another student in the theatre department, to go.

Holly says:

It was really an eye-opener. The Chinese have a lot of misconceptions about us; they see "Dallas" and Sylvester Stallone movies. They think American men go around with guns and all American women have been married twelve times, and we all have twelve cars.

For two months the three of them taught dance and English to college students and Olympic gymnasts. Since their students had already been studying English since the age of ten or so, English classes consisted mainly of conversation. Holly saw the Great Wall and studied *tai chi*, a classical Chinese form of meditative dance-exercise. She was invited back to teach dance for a year, but that experience seems not to fit into her plans, which may include a graduate degree in dance, but will certainly include a lot of performing.

"I couldn't live without performing."





Phetsamone Douangdy

Phetsamone Douangdy was born in Laos, but her home is now in Fairfield, Iowa. She is in her fourth year at Ball State. Before she came here, she was a student at Grand View College in Des Moines, Iowa. She heard from a friend about the Teachers College Bilingual/Bicultural Endorsement in Indochinese Languages. This unusual program appealed to Phetsamone, who had long entertained the idea of working with refugee children from Southeast Asia. Her degree in special education with a bilingual endorsement in Indochinese will qualify her to work with bilingual elementary students—not only Asian children; the teacher trained in this program does not need to speak the child's native language. The program is based on the premise that children from other cultures mixed in with American children in the classroom are at a disadvantage; they need special understanding in order to be made comfortable so that they can work up to their potential. In the program, teachers, besides learning special techniques for dealing with cultural differences, learn to be sensitive to special needs of these children, who may be feeling isolated and unhappy.

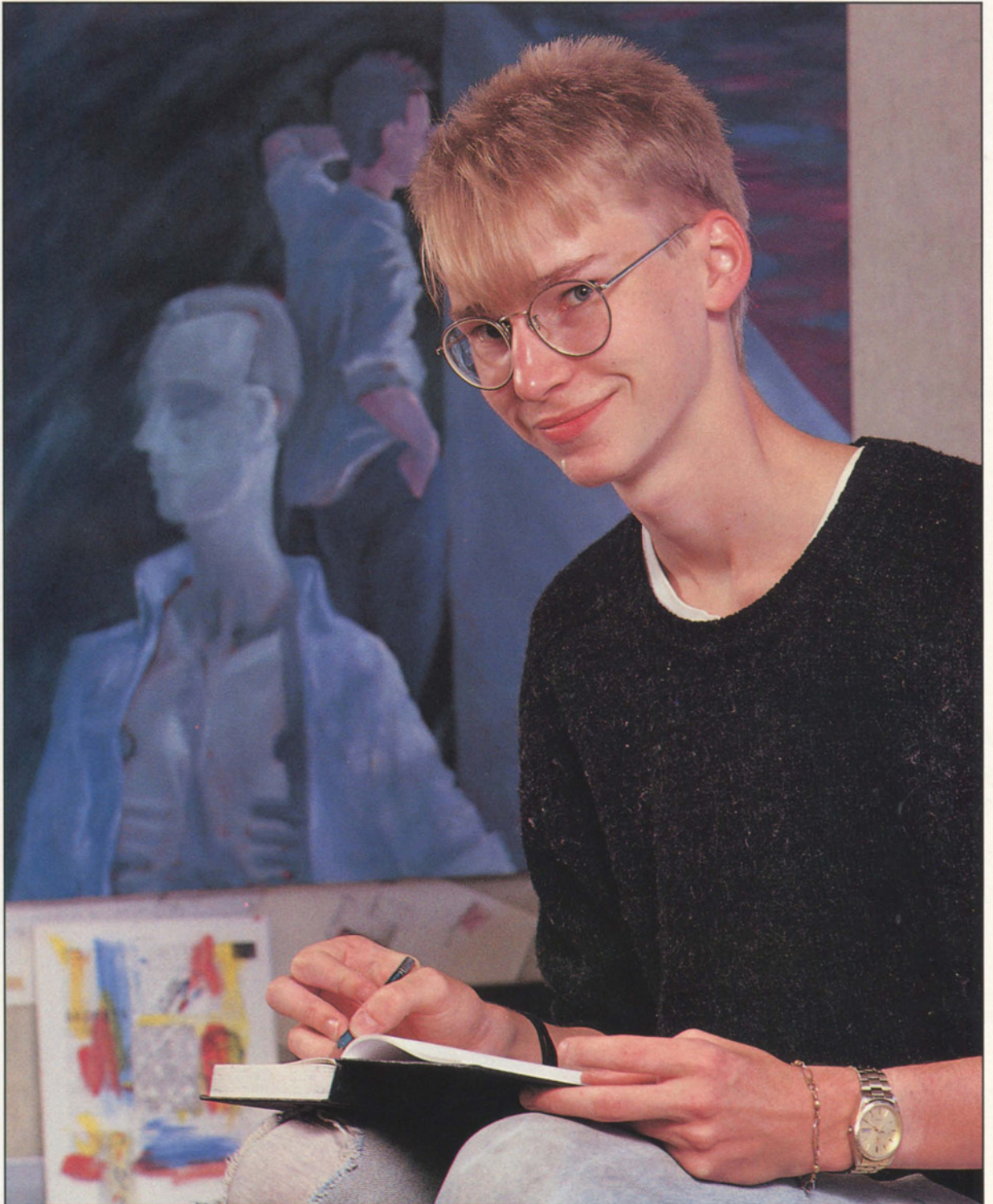
Phetsamone has enjoyed her life on the Ball State campus. There are more than twenty Lao students on campus now. Phetsamone is an officer of the Indochinese Student Club, in which lowland Lao people and Hmong, the highlanders, mingle and learn about each other's cultures—something that they did not, as two separate ethnic groups, do much of in

their native country. She has been involved in the International Festival that takes place on campus every spring, during which international students display dances, art, music, costumes, and customs of their native countries.

Integrating herself into the cultural ambience of an American university has not been easy for Phetsamone, although she finds American students and faculty in general friendly and helpful. American students are more gregarious than Laotians; they go out and have fun. Laotians are more passive, she says. Not that they do not occasionally have their flings: one year when there were Vietnamese, Laotians, and Hmong in the Indochinese Student Club, they celebrated New Year's three times.

Phetsamone hopes to find work in an area where there is a concentration of Laotian refugees—Chicago, Wisconsin, Minneapolis, or California. She has been in this country for nine years and plans to take the citizenship test next summer.





Monte Antrim

Monte Antrim is a fifth-year architecture student from "out in the country near Muncie." Since his minor is art, he specializes in the design process in architecture. He was one of a team of three Ball State students and one professor who won a first-place award in an Affordable Housing Design Competition sponsored by the Indianapolis mayor's office. The team, headed by architecture professor Alvin Palmer, designed an inexpensive energy-efficient house with a front porch, to fit into the neighborhood it was intended for.

In his third year, when he did his required architecture internship, he worked in Portsmouth, England, for six months. At the beginning of the summer of 1988, in an architecture program called ARCHIBA, he spent two and a half weeks in Germany, mainly in Berlin, a spot that he says is particularly rich in architectural exhibitions. "Travel has been one of the bigger things for me. I try to go around the country and Canada as well." Just looking at buildings is not of primary importance to him.

I pay attention to that, but I like to find out what it's like to live in other places . . . what people are like and how things work. . . . I spend more time *in* art museums than looking at the outsides of art museums. Outside interests inform my work.

Monte's education has been exciting to him; he has changed profoundly since he began, with exposure to new books, music, people, and travel. He values the broad background that his time at Ball State has given him.

Interests that I knew I had in high school but didn't pursue very actively, suddenly I had the opportunity to pursue, and the resources. It has brought me out a lot.

Architecture students at Ball State are renowned on campus for their dedication—they are famous burners of midnight oil. They have little time for social activities or campus organizations. Most of Monte's friends are architecture students, and most of his extracurricular activities have consisted of architectural competitions.

In a year he may graduate . . . or he may go to Spain for the summer and graduate later. He feels ready to meet the world. He would like to work in an architecture firm somewhere—"maybe Chicago, maybe London"—for a while, and then go to graduate school in architecture. His goal is to be able to engage in a range of activities—to teach, to write, to be a working architect too. Whatever he does, he will not linger for long around home; his eyes are fixed on far horizons.

"I think it will be most helpful for me to put myself in more new situations, rather than staying where I'm comfortable."



Financial Highlights

Years Ending June 30, 1988, and June 30, 1987
(in thousands of dollars)

	FISCAL YEAR	
	1988	1987
CURRENT OPERATIONS		
Operating Revenues		
Student fees	\$ 36,319	\$ 32,382
State appropriation	84,731	81,533
Grants and contracts	14,056	10,694
Sales, services, and other	32,807	31,478
Total Operating Revenue	<u>\$167,913</u>	<u>\$156,087</u>
Operating Expenditures and Transfers		
Instruction	\$ 41,854	\$ 40,425
Research	1,100	1,077
Public service	3,894	3,073
Academic support	17,570	15,079
Student services	6,596	6,109
Institutional support	30,050	28,061
Operation and maintenance of plant	16,270	15,077
Scholarships and fellowships	12,729	10,543
Auxiliary enterprises	24,834	23,216
Total Operating Expenditures	<u>\$154,897</u>	<u>\$142,660</u>
Transfers—net		
Plant Funds	\$ 9,671	\$ 11,694
Loan Funds	21	21
Net Transfers	<u>\$ 9,692</u>	<u>\$ 11,715</u>
Total Operating Expenditures and Transfers	<u>\$164,589</u>	<u>\$154,375</u>
PLANT ADDITIONS DURING YEAR	<u>\$ 24,575</u>	<u>\$ 17,172</u>
BALANCES AS OF JUNE 30		
Investment in Plant	<u>\$274,184</u>	<u>\$250,374</u>
Outstanding Indebtedness on Physical Facilities	<u>\$ 59,252</u>	<u>\$ 58,000</u>

The information presented for 1988 is on an estimated basis.

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